DOCUMENT RESUME

ED 444 664 JC 000 619

AUTHOR	Conklin, Karen A.
TITLE	Career and Educational Interests of Johnson County High School Students.
INSTITUTION	Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
PUB DATE	2000-02-00
NOTE	75p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Career Choice; College Bound Students; College Preparation; Community Colleges; Educational Demand; *High School Students; High Schools; *Student Educational Objectives; *Student Interests; *Student Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS	*Johnson County Community College KS

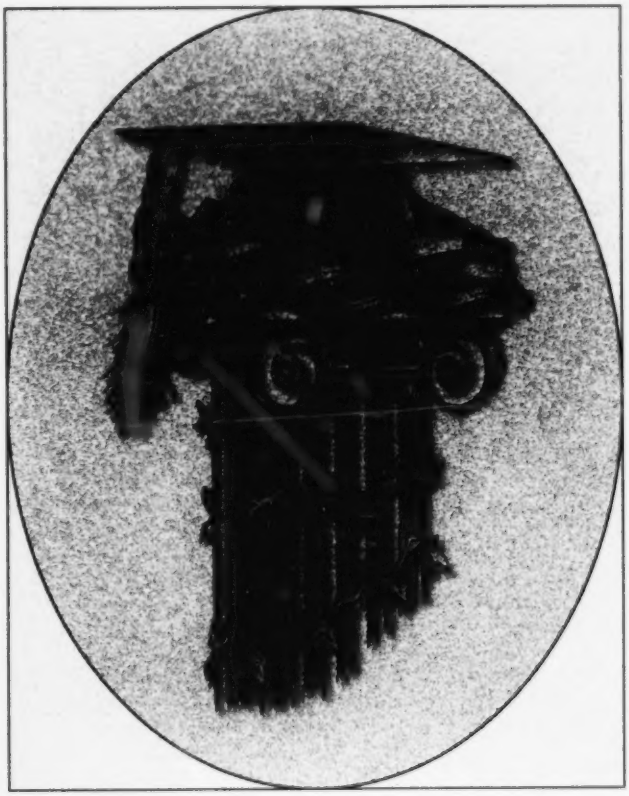
ABSTRACT

The report presents the major findings of a joint research project designed to determine the career and educational interests of Johnson County (Kansas) high school students. Results of these studies provide valuable insights into the current and future educational needs of the county's high school students and assist the school administrators and Johnson County Community College in planning to meet the individual needs of future students. More than 18,000 students responded to the survey. Between 81% and 89% of respondents indicated plans to enroll in college immediately after high school. Three out of four respondents planned to attend college full time, and 86% planned to eventually earn a bachelors degree or higher. But only between 57% and 64% of respondents to the past four studies indicated they were following a college preparatory course of study while in high school. The most popular career fields identified by survey respondents were business, health, fine or performing arts, computer-related fields, education, and engineering. Of note is the substantial decline in the percent of respondents indicating a preference for pursuing a career in business (from 25% in 1987 to 15% in 1999) and the increase in the percent indicating an interest in health careers (from 8% to 13%). Appendices contain tabled findings and the survey instrument. (Contains 34 tables.) (JA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 444 664

Career and Educational Interests of Johnson County High School Students



February 2000

Johnson County Community College
Office of Institutional Research

BEST COPY AVAILABLE

CAREER AND EDUCATIONAL INTERESTS

OF JOHNSON COUNTY

HIGH SCHOOL STUDENTS

Johnson County Community College
Office of Institutional Research
12345 College Boulevard
Overland Park, KS 66210-1299

February 2000

TABLE OF CONTENTS

Page

INTRODUCTION 5

MAJOR FINDINGS

High School Preparation 5

JCCC "Keeping Options Open" Programs 6

High School Technical Education Interests 6

Evaluation of High School Preparation and Need for Additional Assistance 6

Employment 7

Career and Educational Plans 7

College/University Choice 7

LIST OF FIGURES

High School Grades 8

High School Emphasis 9

Time Utilization & Grades 10

High School Preparation 11

Need for Additional Assistance 12

Employment Profile 13

Factors Influencing College Choice 14

APPENDICES

Appendix A: Tabled Findings 15

Appendix B: Survey Instrument 55

INTRODUCTION

During the spring of 1999, a committee comprised of representatives from each of the Johnson County public school districts, Bishop Miege High School, St. Thomas Aquinas High School, and Johnson County Community College (JCCC) agreed to sponsor the fifth joint research project designed to determine the career and educational interests of the county's high school students. Results of these studies provide valuable insights into the current and future educational needs of Johnson County high school students, and assist the school administrators and the college in planning to meet the individual needs of future students.

The Office of Institutional Research at JCCC, in conjunction with representatives from each of the school districts and the two Catholic high schools, was charged with implementation of the research design. The survey was administered in classes selected by each representative to include as many 9th, 10th, 11th and 12th graders as possible. A total of 18,020 surveys were completed.

A summary of major findings of the study follows. Tables detailing results of the survey are located in Appendix A, and the survey instrument is located in Appendix B. A list of tables is provided at the beginning of Appendix A to facilitate location of specific data. Findings are presented by high school as often as possible in this comprehensive report to enhance the usefulness of results, and individual reports which include verbatim comments will be provided for each individual high school.

Comments or questions regarding this report or previous follow-up studies of Johnson County high school students may be directed to:

Karen A. Conklin, Ed.S.
Market & Survey Research Analyst
Office of Institutional Research
Johnson County Community College
12345 College Boulevard
Overland Park, KS 66210-1299
(913) 469-8500, ext. 3443
E-mail: kconklin@jccc.net

MAJOR FINDINGS

Although many of the findings from the 1999 study of Johnson County high school students parallel findings from previous studies, several interesting differences and trends were evident. Highlights of findings are detailed below.

High School Preparation: Only six out of ten respondents described their high school emphasis as "preparation for college" in each of the past four studies, yet between 81% and 89% of respondents to these studies indicated plans to enroll in college immediately after high school, and 80% to 86% planned to eventually earn a bachelor's degree or higher. It is unclear why this discrepancy between future plans and current educational emphasis exists, but may explain in part the number of new Johnson County high school graduates who require remedition prior to enrolling in either college algebra or composition I at Johnson County Community College the fall following their high school graduation. See Tables 1 and 21.

The percent of respondents who reported earning mostly A's and B's increased substantially, from 51% in 1987 to 69% in 1999. Conversely, the percent of respondents who reported high school grades of mostly less than C decreased from 10% in 1987 to 5% in 1999. It is unclear whether this change in self-reported grades was the result of 1) brighter students earning higher grades, 2) including two Catholic high schools in the current study which accounted for approximately 10% of total responses, or 3) simply an indication of continuing grade inflation within Johnson County schools. Substantial differences in self-reported grades were evident between high schools. See Tables 1 and 5.

JCCC "Keeping Options Open" Programs: The majority of respondents were unfamiliar with either the technical college preparation option (formerly tech prep), Quick Step (which has been available to high school students since the 1970's), or the career and life planning workshops recently conducted in selected high schools. Furthermore, only 45% of respondents were familiar with the College Now dual-credit option which has been offered in many of the high schools since the early 1980's. It is unclear why so many respondents indicated unfamiliarity with these educational opportunities designed to facilitate transition to postsecondary education. See Tables 7 to 10.

High School Technical Education Interests: Less than 13% of respondents indicated no interest or plans to enroll in any technical education program while in high school. Substantial differences in areas of interest were evident by gender, class level, and self-reported grades. See Tables 11 to 14.

Evaluation of High School Preparation and Need for Additional Assistance: The percent of respondents who felt their high school had provided more than adequate preparation for the future increased from 41% in 1987 to 50% in 1999, while the percent who indicated they had received less than adequate or poor preparation decreased slightly, from 9% in 1987 to 7% in 1999. The percent of 1999 respondents who indicated a need for additional assistance declined in all areas from that reported for the 1994 study. See Tables 15 and 16.

The greatest percent of 1999 respondents indicated a need for additional assistance in securing scholarships and financial aid, selecting a college major, gaining practical work experience in a chosen career field, and selecting a college to attend. The perceived need for assistance varied substantially by gender, class level, and self-reported grades. See Tables 15 and 17.

Employment: Nearly half of all respondents held jobs at the time the survey was administered in fall of 1999 (48%). Although the percent of respondents holding jobs was about the same for males and females, substantial differences were evident between seniors and freshmen, (73% vs. 24%), and between those earning lower grades and those earning A's (54% vs. 39%)

Overall, two out of three respondents who held jobs worked 20 hours or less per week. A greater percent of males than females worked over 20 hours per week (29% vs. 23%), and a greater percent of seniors worked over 20 hours per week than respondents in other class levels. Of note was the relationship between employment and grades. Employed respondents who reported earning mostly A's worked an average of 13.6 hours per week, while employed respondents who reported grades of less than C worked an average of 22 hours per week. See Tables 18 to 20.

Career and Educational Plans: Only 8% of respondents reported having no plans to attend college immediately following high school graduation, down from 13% in 1987 and 11% in both 1991 and 1994. Three out of four respondents planned to attend college full-time, and 86% planned to eventually earn a bachelor's degree or higher. A greater percent of females than males planned to attend school full-time after high school (80% vs. 67%), begin working toward a degree (64% vs. 55%), and ultimately earn a bachelor's degree or higher (92% vs. 88%). Educational ambition and plans tended to increase by class level, be directly related to self-reported grades, and differ by high school. See Tables 21 to 27.

The most popular career fields identified by survey respondents were business, health, fine or performing arts, computer-related fields, education, and engineering. Of note is the substantial decline in the percent of respondents indicating a preference for pursuing a career in business (from 25% in 1987 to 15% in 1999), the increase in the percent indicating an interest in health careers (from 8% in 1987 to 13% in 1999), and the increase in the percent interested in pursuing a career in the fine or performing arts (from 7% in 1984 to 11% in 1999). Substantial differences in career preferences were evident by gender, class level, and self-reported grades. See Tables 28 to 31.

College/University Choice: Out-of-area colleges were the first choice to attend for 40% of respondents; 26% indicated a preference for The University of Kansas and 11% planned to attend JCCC. Note that just 16% of seniors planned to attend JCCC at the time the survey was administered, yet in recent years approximately 25% of new Johnson County high school graduates have attended JCCC the following fall. See Tables 33 and 34.

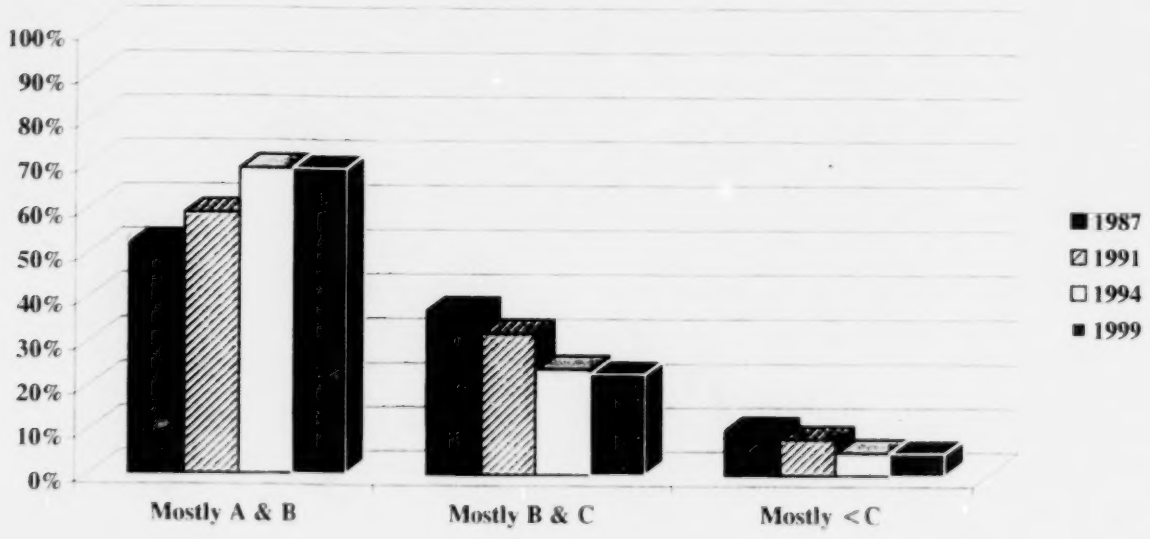
HIGH SCHOOL GRADES

On the average, what kind of grades are today's high school students earning? Are their grades higher or lower than those reported by former survey respondents?

One index of high school student performance is the grades they receive. Thus, each study of high school students has included a question about average grades earned. As Figure 1 depicts, the majority of respondents continue to report earning above average grades.

Of particular note is the substantial increase in the percent of students who reported earning A's and B's over the years, and the accompanying decrease in the percent of students earning lower grades. About 69% of respondents to both the 1999 and the 1994 survey reported earning mostly A's and B's compared to 59% in 1991 and 51% in 1987. See Table 1.

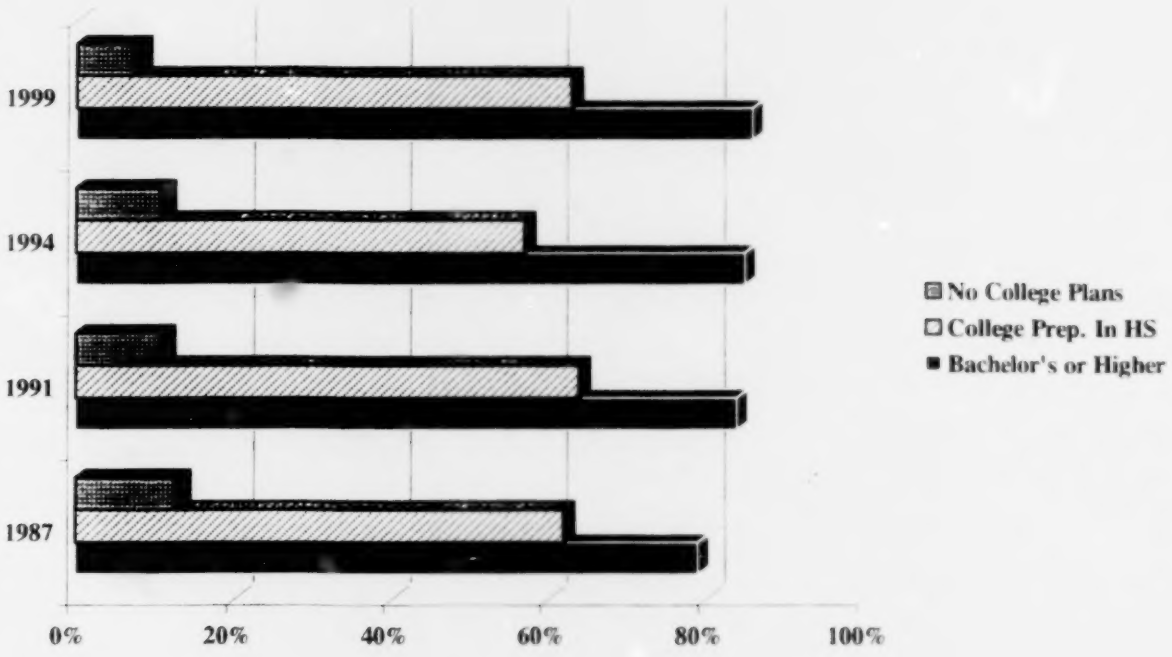
Figure 1
Self-Reported High School Grades



How are high school students preparing for their future while in high school, and what is the highest level of education they plan to achieve?

Survey results indicate the course of study being followed in high school is inconsistent with future educational plans for a substantial percent of high school students. As Figure 2 depicts, only between 57% and 64% of respondents to the past four studies indicated they were following a college preparatory course of study while in high school, yet eight out of ten indicated they planned to earn a bachelor's degree or higher, and only about one in ten indicated no plans to enroll in postsecondary education immediately following high school. See Table 1 and Tables 21 to 24.

Figure 2
High School Emphasis & Ed. Plans

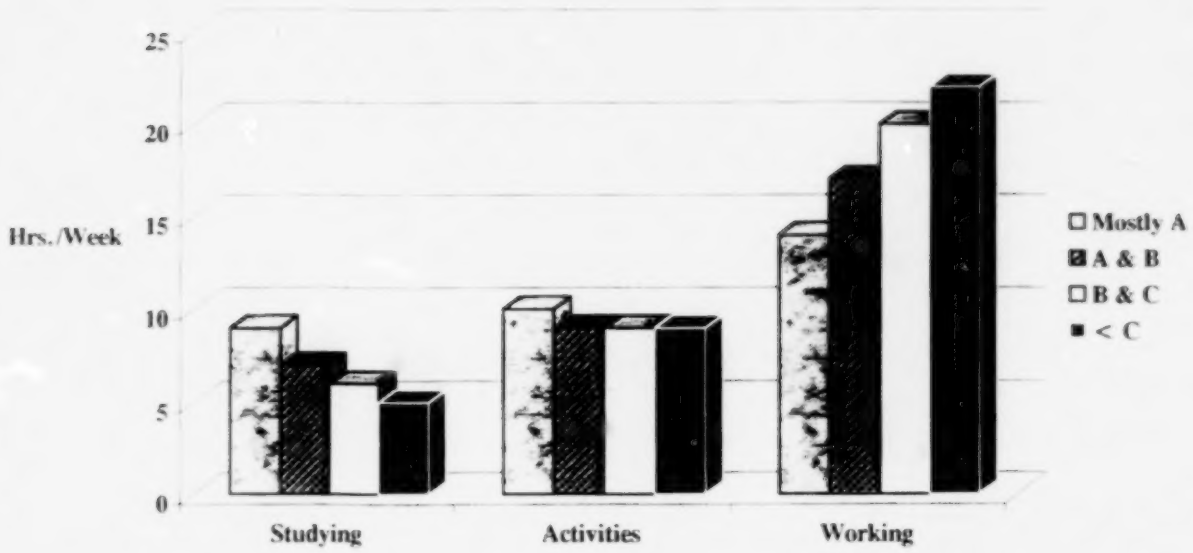


TIME UTILIZATION & GRADES

How many hours per week do students spend studying, working, or engaged in school-related extra-curricular activities, and what relationship is there between these activities and grades?

As Figure 3 depicts, students who spent more hours per week studying reported higher grades, and students who spent more hours per week working reported lower grades. Note that students with self-reported grades of mostly A's also spent slightly more time, on the average, engaged in school-related extra-curricular activities. See Tables 6 and 20.

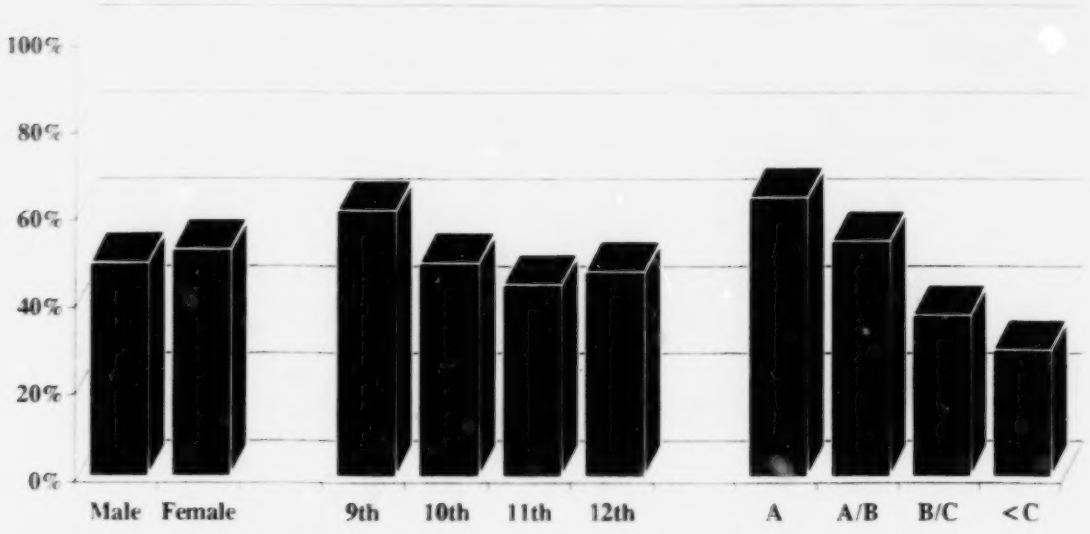
Figure 3
Time Utilization & Grades



Do students feel they are being adequately prepared for the future as a result of their high school experiences? Were any differences evident between grade levels, self-reported grades, or gender?

Overall, respondents to the 1999 survey perceived their high school preparation positively and indicated satisfaction with their preparation thus far. As Figure 4 depicts, females tended to rate their high school preparation slightly more positively than males. Ratings of high school preparation declined slightly with class level until reaching the senior year, and were directly related to self-reported grades. See Tables 15 and 16.

Figure 4
Evaluation of High School Preparation



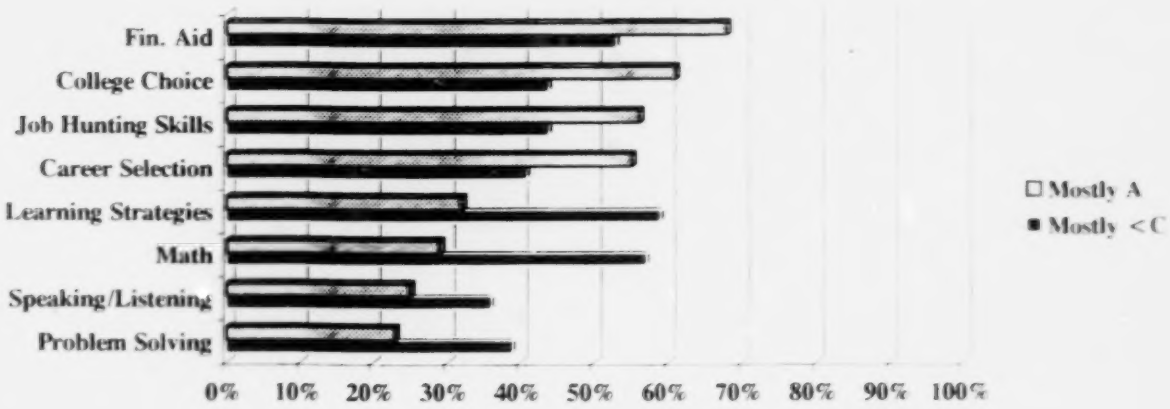
Results reflect "very good" and "more than adequate" responses combined

NEED FOR ADDITIONAL ASSISTANCE

In which areas do students indicate additional assistance is needed? Were any differences evident between respondents who reported earning higher grades and those who reported lower grades?

The majority of respondents indicated a need for additional assistance with securing scholarships and financial aid, selecting a college major, gaining practical work experience in their chosen career field, and selecting a college to attend. However, as Figure 5 depicts, a greater percent of respondents with lower self-reported grades indicated a need for additional assistance in learning strategies and academic areas, while a greater percent of respondents with self-reported grades of mostly A expressed a need for additional assistance in various areas related to post-high school careers and postsecondary education. See Tables 15 and 17.

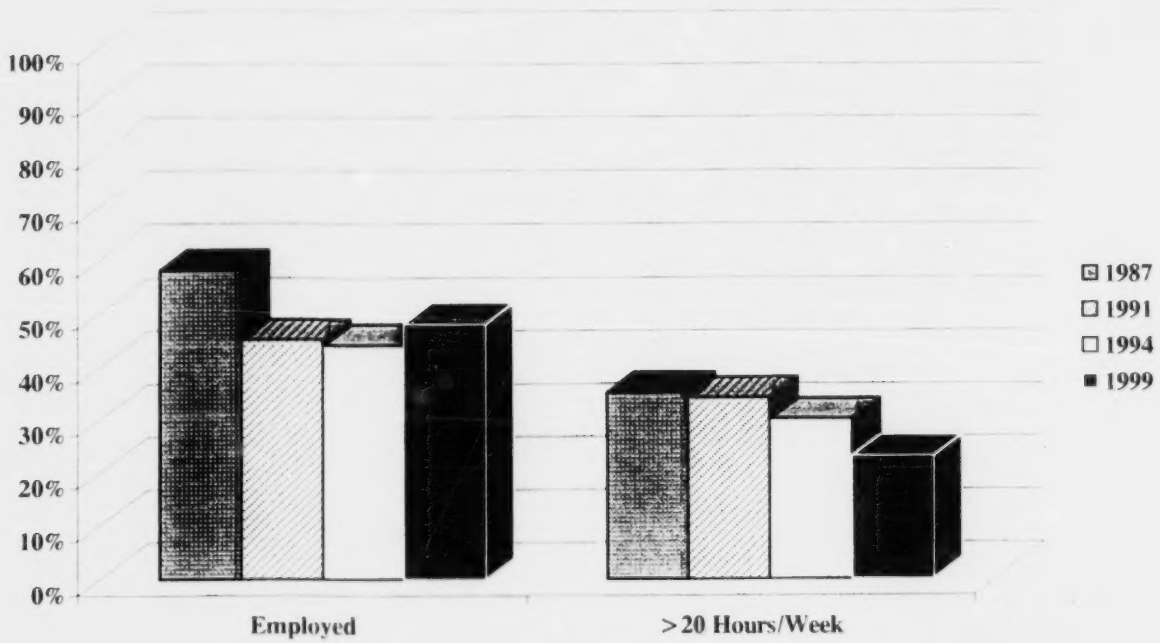
Figure 5
Selected Areas in Which Additional Assistance is Needed



What percent of current Johnson County high school students hold part-time jobs, and how does this compare to findings from previous studies? How does the average number of hours worked per week compare with findings from previous studies?

As Figure 6 depicts, nearly one in two respondents to the 1999 survey held jobs, only slightly more than the percent who held jobs when this study was conducted in 1991 and 1994 but a full 10% decline from the 58% percent of students who held jobs in 1987. Of note was the consistent decline in the percent of employed students who worked over 20 hours per week, from 35% in 1987 to 23% in 1999. Substantial differences were evident when comparisons were made by gender, grade level, and self-reported grades. See Tables 18 to 20.

Figure 6
Employment Profile

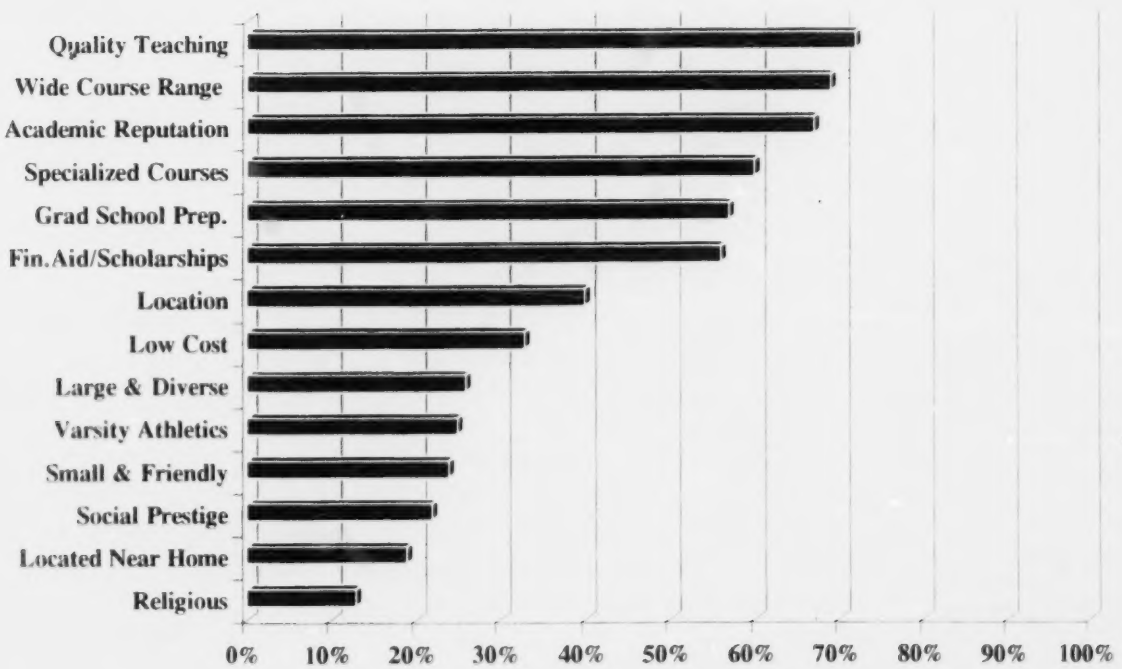


FACTORS INFLUENCING COLLEGE CHOICE

What primary factors do the greatest percent of high school students consider major influences when selecting a college or university to attend?

As Figure 7 depicts, the three college characteristics deemed most influential to the greatest percent of respondents to the 1999 survey all dealt with issues surrounding a quality education; high quality teaching, a wide range of academic courses, and a good academic reputation. Least influential were characteristics unrelated to the quality of the institution's educational offerings: the college's religious orientation, whether or not it was located near home, and whether it was considered to have high social prestige. Interestingly, in spite of the rising cost of a college education, low cost was a major influence for less than one-third of the survey respondents. See Table 32.

Figure 7
Major Influences in College Choice



APPENDIX A

TABLED FINDINGS

LIST OF TABLES

Page

Table 1 Profile of Respondents 19

Table 2 Attendance Center 20

Table 3 Class Level: by Attendance Center 21

Table 4 High School Emphasis: by Attendance Center 22

Table 5 Self-Reported Grades: by Attendance Center 23

Table 6 School-Related Time Allocations: by Self-Reported Grades 24

Table 7 Familiarity With Career/Life Planning Workshops: by Gender, Class Level, and Self-Reported Grades 25

Table 8 Familiarity With College Now Dual-Credit High School Classes: by Gender, Class Level, and Self-Reported Grades 26

Table 9 Familiarity With Quick Step Classes on JCCC Campus: by Gender, Class Level, and Self-Reported Grades 27

Table 10 Familiarity With Technical College Preparation (Formerly Tech Prep): by Gender, Class Level, and Self-Reported Grades 28

Table 11 Technical Programs in Which Respondents Would be Most Likely to Enroll While in High School 29

Table 12 Technical Programs in Which Respondents Would be Most Likely to Enroll: by Gender 30

Table 13 Technical Programs in Which Respondents Would be Most Likely to Enroll: by Class Level 31

Table 14 Technical Programs in Which Respondents Would be Most Likely to Enroll: by Self-Reported Grades 32

Table 15 Educational Profile 33

Page

Table 16 Evaluation of High School Preparation: by Gender, Class Level, and Self-Reported Grades 34

Table 17 Areas in Which Additional Assistance is Needed: by Gender, Class Level, and Self-Reported Grades 35

Table 18 Employment Profile 37

Table 19 Employment Status: by Gender, Class Level, and Self-Reported Grades 38

Table 20 Average Hours Worked Per Week by Employed Respondents: by Gender, Class Level, and Self-Reported Grades 39

Table 21 Future Plans 40

Table 22 Future Plans: by Gender 41

Table 23 Future Plans: by Class Level 42

Table 24 Future Plans: by Self-Reported Grades 43

Table 25 Principal Activity After High School: by Attendance Center 44

Table 26 Educational Plans After High School: by Attendance Center 45

Table 27 Highest Level of Education Planned: by Attendance Center 46

Table 28 Field Into Which Respondents Would Like to Build Careers 47

Table 29 Career Field: by Gender 48

Table 30 Career Field: by Class Level 49

Table 31 Career Field: by Self-Reported Grades 50

Table 32 Characteristics Influencing College/University Choice 51

Table 33 First Choice College or University to Attend: by Attendance Center 52

Table 34 First Choice College or University to Attend: by Gender, Class Level, and Self-Reported Grades 54

Table 1

PROFILE OF RESPONDENTS

	Number of 1999 Responses	1999 Percent	1994 Percent	1991 Percent	1987 Percent
Gender					
Male	8,665	48.1%	49.0%	49.2%	50.3%
Female	8,849	49.1	49.2	49.3	49.5
Unknown	506	2.8	1.8	1.5	0.2
Class Level					
Freshman	5,054	28.0%	28.9%	28.8%	27.2%
Sophomore	4,870	27.0	25.9	25.9	27.1
Junior	4,297	23.8	22.8	23.3	25.5
Senior	3,785	21.0	22.2	21.8	20.0
Unknown	14	0.2	0.2	0.2	0.2
High School Emphasis					
Prepare for college	11,317	62.8%	57.4%	63.7%	61.5%
General preparation for life	4,558	25.3	27.6	22.4	23.8
Prepare for specific career[1]	1,256	7.0	8.1	n.a	n.a
Gain skills for employment[1]	613	3.4	4.2	n.a	n.a
Prepare for employment or career[1]	n.a	n.a	n.a	12.3	7.1
Other/unknown	276	1.5	2.7	1.6	7.6
Self-Reported High School Grades					
Mostly A	3,626	20.1%	20.1%	14.7%	12.5%
Mostly A & B	6,676	37.0	37.6	31.7	27.4
Mostly B	2,105	11.7	10.9	12.3	11.3
Mostly B & C	3,261	18.1	19.1	23.8	27.4
Mostly C	898	5.0	5.1	7.8	9.8
Mostly less than C	951	5.3	4.8	8.2	9.7
Unknown	503	2.8	2.4	1.5	1.9

Note. [1] The 1987 and 1991 surveys utilized a single question which read, "Prepare for employment or a career." This question was replaced by two separate questions in 1994.

Table 2

ATTENDANCE CENTER

	Number of 1999 Responses	1999 Percent	1994 Percent	1991 Percent	1987 Percent
Bishop Miege	698	3.9%	n.a	n.a	n.a
Blue Valley	1,048	5.8	4.8%	6.0%	3.5%
Blue Valley North	1,036	5.7	4.7	8.1	6.1
Blue Valley Northwest	1,371	7.6	7.2	0.0	0.0
DeSoto	551	3.1	3.7	3.4	3.6
Gardner-Edgerton	590	3.3	3.5	2.9	3.9
Olathe East	1,651	9.2	9.0	0.0	0.0
Olathe North	1,605	8.9	8.7	14.6	10.6
Olathe South	1,126	6.2	9.4	9.0	8.4
St. Thomas Aquinas	1,124	6.2	n.a	n.a	n.a
Shawnee Mission A.E.P.	109	0.6	1.0	n.a	n.a
Shawnee Mission East	1,535	8.5	7.2	11.8	10.7
Shawnee Mission North	831	4.6	10.7	10.9	9.1
Shawnee Mission NW	1,862	10.3	8.1	9.9	13.1
Shawnee Mission South	1,440	8.0	9.5	10.6	13.3
Shawnee Mission West	1,055	5.9	10.2	10.0	15.3
Spring Hill	388	2.2	2.4	2.7	2.3
Unknown	0	0.0	0.0	0.1	0.1
District Totals					
Blue Valley District	3,455	19.2%	16.7%	14.1%	9.6%
Catholic High Schools	1,822	10.1	n.a	n.a	n.a
DeSoto	551	3.1	3.7	3.4	3.6
Gardner	590	3.3	3.5	2.9	3.9
Olathe	4,382	24.3	27.2	23.6	19.0
Shawnee Mission	6,832	37.9	46.6	53.2	61.5
Spring Hill	388	2.2	2.4	2.7	2.3
Unknown	0	0.0	0.0	0.1	0.1
Area Vocational/Technical School Also Attended [1]					
JCTEC Olathe	169	0.9%	0.6%	n.a	n.a
Broadmoor Tech Center	88	0.5	0.3	n.a	n.a

Note. [1] Attendance at a Vocational/Technical Center was not analyzed separately in 1987 and 1991. Students attending either the JCTEC Olathe or the Broadmoor Tech Center are also enrolled at one of the schools listed above.

Table 3

CLASS LEVEL: BY ATTENDANCE CENTER

	Number of Responses	Class Level 9th	10th	11th	12th
Bishop Miege	698	22.9%	21.9%	31.7%	23.5%
Blue Valley	1,047	30.9	26.4	24.1	18.6
Blue Valley North	1,036	20.4	24.7	26.3	28.6
Blue Valley Northwest	1,371	24.7	26.0	24.7	24.6
DeSoto	551	31.4	28.3	22.1	18.2
Gardner-Edgerton	590	31.9	26.9	22.4	18.8
Olathe East	1,650	29.9	27.3	22.4	20.4
Olathe North	1,604	32.0	25.0	22.8	20.2
Olathe South	1,126	26.0	25.8	24.7	23.5
St. Thomas Aquinas	1,123	29.1	26.2	22.3	22.4
Shawnee Mission A.E.P.	105	24.8	12.4	26.7	36.1
Shawnee Mission East	1,535	31.1	29.7	21.0	18.2
Shawnee Mission North	830	25.4	36.3	23.6	14.7
Shawnee Mission NW	1,862	27.7	27.3	24.9	20.1
Shawnee Mission South	1,438	24.5	26.8	24.8	23.9
Shawnee Mission West	1,053	31.1	29.7	23.2	16.0
Spring Hill	388	31.7	26.0	22.4	19.9
Total	18,007	28.1%	27.0%	23.9%	21.0%
Other Attendance Center					
JCTEC Olathe	169	5.9%	5.9%	49.7%	38.5%
Broadmoor Tech Center	88	6.8	4.6	44.3	44.3
Total	257	6.6%	5.4%	47.7%	40.3%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%. Students attending either the JCTEC Olathe or the Broadmoor Tech Center are also enrolled at one of the schools listed above.

Table 4

HIGH SCHOOL EMPHASIS: BY ATTENDANCE CENTER

	Number of Responses	Preparation for: College	Job	Career	Life	Other
Bishop Miege	692	74.3%	2.2%	2.7%	20.2%	0.6%
Blue Valley	1,037	62.4	2.8	7.7	26.2	0.9
Blue Valley North	1,031	69.2	2.6	4.9	22.7	0.6
Blue Valley Northwest	1,370	67.7	2.0	4.4	25.3	0.6
DeSoto	544	58.6	3.9	6.3	30.0	1.2
Gardner-Edgerton	584	49.8	9.1	8.2	31.3	1.6
Olathe East	1,643	63.4	2.9	8.7	24.5	0.5
Olathe North	1,592	59.1	5.7	9.7	24.8	0.7
Olathe South	1,115	63.5	4.5	8.3	23.3	0.4
St. Thomas Aquinas	1,118	75.6	1.1	2.6	19.6	1.1
Shawnee Mission A.E.P.	107	31.8	6.5	6.5	52.3	2.9
Shawnee Mission East	1,527	64.9	2.4	4.8	27.1	0.8
Shawnee Mission North	827	50.8	3.5	10.9	33.7	1.1
Shawnee Mission NW	1,849	64.7	3.4	8.0	23.1	0.8
Shawnee Mission South	1,425	61.3	3.2	7.6	27.0	0.9
Shawnee Mission West	1,047	62.0	3.6	7.8	26.2	0.4
Spring Hill	381	54.3	5.8	9.4	28.3	2.2
Total	17,889	63.3%	3.4%	7.0%	25.5%	0.8%
Other Attendance Center						
JCTEC Olathe	168	28.6%	8.9%	31.0%	28.0%	3.5%
Broadmoor Tech Center	87	40.2	6.9	17.2	31.0	4.7
Total	255	32.4%	8.6%	26.2%	28.9%	3.9%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%. Students attending either the JCTEC Olathe or the Broadmoor Tech Center are also enrolled at one of the schools listed above.

Table 5

SELF-REPORTED GRADES: BY ATTENDANCE CENTER

	Number of Responses	Mostly A	Mostly A & B	Mostly B & C	Mostly <C
Bishop Miege	684	19.9%	50.6%	25.7%	3.8%
Blue Valley	966	26.6	48.4	21.7	3.3
Blue Valley North	1,013	26.1	54.8	17.1	2.0
Blue Valley Northwest	1,343	25.2	55.8	15.9	3.1
DeSoto	537	26.8	47.5	19.0	6.7
Gardner-Edgerton	573	13.1	41.5	33.9	11.5
Olathe East	1,603	25.8	49.5	19.7	5.0
Olathe North	1,566	20.9	47.0	24.8	7.3
Olathe South	1,058	22.2	49.7	23.1	5.0
St. Thomas Aquinas	1,118	28.5	56.8	13.4	1.3
Shawnee Mission A.E.P.	102	2.0	30.4	46.1	21.5
Shawnee Mission East	1,501	13.5	54.6	26.9	5.0
Shawnee Mission North	814	10.1	43.5	34.0	12.4
Shawnee Mission NW	1,815	17.1	47.5	28.8	6.6
Shawnee Mission South	1,416	19.6	51.5	23.4	5.5
Shawnee Mission West	1,023	16.8	48.0	29.8	5.4
Spring Hill	385	17.7	50.1	27.3	4.9
Total	17,517	20.7%	50.1%	23.7%	5.5%
Other Attendance Center					
JCTEC Olathe	166	5.4%	41.6%	39.8%	13.2%
Broadmoor Tech Center	85	7.1	30.6	42.4	19.9
Total	251	6.0%	38.1%	40.5%	15.4%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%. Students attending either the JCTEC Olathe or the Broadmoor Tech Center are also enrolled at one of the schools listed above.

Table 6

SCHOOL-RELATED TIME ALLOCATIONS: BY SELF-REPORTED GRADES

Item	Number of Responses	All	Mostly A	Mostly A & B	Mostly B & C	Mostly <C
Hours Per Week Spent Studying						
Less than 5	6,181	38.7%	28.3%	38.1%	46.6%	57.3%
5 to 9	5,238	32.8	29.6	34.3	33.6	24.7
10 to 14	2,766	17.3	23.1	17.2	13.0	11.5
15 to 19	914	5.7	9.3	5.5	3.3	2.6
20 or more	876	5.5	9.6	4.8	3.4	4.0
Average hours ***per week*** spent studying (mean)		7.2	9.1	7.1	6.0	5.3
Hours Per Week Spent on Extra-Curricular School-Related Activities						
Less than 5	4,085	32.1%	25.7%	32.2%	38.0%	44.8%
5 to 9	2,943	23.1	25.5	22.9	21.2	17.9
10 to 14	2,814	22.1	24.4	22.4	19.0	15.9
15 to 19	1,606	12.6	15.1	12.2	10.9	9.2
20 or more	1,295	10.1	9.3	10.3	10.9	12.2
Average hours ***per week*** spent on activities (mean)		9.2	9.6	9.1	8.7	8.8

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report.

Table 7

FAMILIARITY WITH CAREER/LIFE PLANNING WORKSHOPS:
BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Enrolled	Familiar/ Not Enrolled	Not Familiar
Gender				
Male	7,837	2.1%	22.2%	75.7%
Female	8,296	1.2	20.5	78.3
Class Level				
Freshman	4,449	1.4%	18.9%	79.7%
Sophomore	4,560	2.8	24.4	72.8
Junior	3,943	1.3	23.2	75.5
Senior	3,488	1.0	18.8	80.2
Self-Reported Grades				
Mostly A	3,462	1.1%	16.0%	82.9%
Mostly A and B	8,194	1.6	21.7	76.7
Mostly B and C	3,687	2.1	24.7	73.2
Mostly less than C	791	2.8	25.2	72.0

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 8

FAMILIARITY WITH COLLEGE NOW DUAL-CREDIT HIGH SCHOOL CLASSES: BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Enrolled	Familiar/ Not Enrolled	Not Familiar
Gender				
Male	7,846	11.7%	42.9%	45.4%
Female	8,347	15.3	46.0	38.7
Class Level				
Freshman	4,441	2.8%	36.4%	60.8%
Sophomore	4,552	3.7	46.6	49.7
Junior	3,978	18.5	49.3	32.2
Senior	3,533	34.0	45.9	20.1
Self-Reported Grades				
Mostly A	3,483	22.5%	43.6%	33.9%
Mostly A and B	8,232	14.5	45.4	40.1
Mostly B and C	3,684	5.4	44.6	50.0
Mostly less than C	793	2.8	37.7	59.5

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 9

FAMILIARITY WITH QUICK STEP CLASSES ON JCCC CAMPUS: BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Enrolled	Familiar/ Not Enrolled	Not Familiar
Gender				
Male	7,828	3.0%	33.1%	63.9%
Female	8,331	3.5	36.4	60.1
Class Level				
Freshman	4,443	1.4%	24.7%	73.9%
Sophomore	4,547	1.0	30.7	68.3
Junior	3,966	2.2	39.6	58.2
Senior	3,511	9.6	47.5	42.9
Self-Reported Grades				
Mostly A	3,460	3.2%	31.0%	65.8%
Mostly A and B	8,217	3.7	35.9	60.4
Mostly B and C	3,686	2.5	36.2	61.3
Mostly less than C	797	2.6	32.7	64.7

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

23

Table 10

FAMILIARITY WITH TECHNICAL COLLEGE PREPARATION (FORMERLY TECH PREP): BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Enrolled	Familiar/ Not Enrolled	Not Familiar
Gender				
Male	7,822	1.7%	31.1%	67.2%
Female	8,308	1.0	28.1	70.9
Class Level				
Freshman	4,438	1.3%	23.7%	75.0%
Sophomore	4,544	1.2	28.7	70.1
Junior	3,962	1.4	33.0	65.6
Senior	3,493	1.5	34.3	64.2
Self-Reported Grades				
Mostly A	3,460	0.7%	24.0%	75.3%
Mostly A and B	8,198	1.2	29.6	69.2
Mostly B and C	3,681	2.0	34.0	64.0
Mostly less than C	791	2.8	31.9	65.3

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 11

TECHNICAL PROGRAMS IN WHICH RESPONDENTS WOULD BE MOST LIKELY TO ENROLL WHILE IN HIGH SCHOOL

High School Program	Number of Responses	Percent
TV & radio production	2,945	16.7%
Allied health careers	2,612	14.8
Computer programming	2,475	14.1
Early childhood education	2,474	14.1
Fashion design & construction	2,332	13.2
Commercial art/computer graphics	2,323	13.2
Auto mechanics	2,077	11.8
Business tech. (clerical skills, word processing, etc.)	1,718	9.8
Cosmetology	1,621	9.2
Fashion merchandising	1,554	8.8
Computer networking	1,485	8.4
Auto body repair	1,415	8.0
Multimedia technology	1,382	7.8
Drafting	1,310	7.4
Graphic arts (printing)	1,190	6.8
Electronics, including equipment repair	1,084	6.2
Food production	1,065	6.0
Carpentry	833	4.7
Robotics/machine shop & maintenance	832	4.7
Small engine repair	569	3.2
Family consumer science	521	3.0
Older adult care	392	2.2
Geographic mapping technology	361	2.1
Building & grounds maintenance	340	1.9
Railroad operations	256	1.5
Plumbing	240	1.4
Appliance repair	214	1.2
Residential & commercial electricity	160	0.9
Heating/ventilation/air conditioning (HVAC)	145	0.8
Other (see verbatim comments)	1,893	10.8
No plans to enroll in any technical education program while in high school	2,227	12.6%

Note. Multiple response item; numbers and percentages are not additive. Unknowns have been excluded.

Table 12

TECHNICAL PROGRAMS IN WHICH RESPONDENTS WOULD BE MOST LIKELY TO ENROLL: BY GENDER

High School Program	Number of Responses	Male	Female
TV & radio production	2,876	49.9%	50.1%
Allied health careers	2,569	16.6	83.4
Computer programming	2,436	76.8	23.2
Early childhood education	2,432	8.7	91.3
Fashion design & construction	2,267	6.9	93.1
Commercial art/computer graphics	2,265	50.3	49.7
Auto mechanics	2,026	88.7	11.3
Business tech. (clerical skills, etc.)	1,690	52.2	47.8
Cosmetology	1,579	4.8	95.2
Fashion merchandising	1,510	7.0	93.0
Computer networking	1,460	76.5	23.5
Auto body repair	1,376	87.9	12.1
Multimedia technology	1,356	71.9	28.1
Drafting	1,279	80.0	20.0
Graphic arts (printing)	1,152	48.1	51.9
Electronics, including equipment repair	1,056	93.6	6.4
Food production	1,036	50.2	49.8
Carpentry	811	89.6	10.4
Robotics/machine shop & maintenance	808	94.2	5.8
Small engine repair	553	91.1	8.9
Family consumer science	511	13.9	86.1
Older adult care	379	19.0	81.0
Geographic mapping technology	354	85.0	15.0
Building & grounds maintenance	330	90.6	9.4
Railroad operations	248	87.5	12.5
Plumbing	232	88.4	11.6
Appliance repair	209	83.7	16.3
Residential & commercial electricity	156	88.5	11.5
Heating/ventilation/air cond. (HVAC)	141	90.1	9.9
Other	1,843	47.4	52.6
No plans to enroll in any technical education program while in high school	2,155	46.7%	53.3%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 13

TECHNICAL PROGRAMS IN WHICH RESPONDENTS WOULD BE MOST LIKELY TO ENROLL: BY CLASS LEVEL

High School Program	Number of Responses	9th	10th	11th	12th
TV & radio production	2,944	31.1%	28.4%	21.6%	18.9%
Allied health careers	2,611	29.1	27.7	24.1	19.1
Computer programming	2,474	31.4	27.4	22.4	18.9
Early childhood education	2,473	30.7	28.3	22.2	18.8
Fashion design & construction	2,331	38.4	28.2	19.5	13.9
Commercial art/computer graphics	2,323	26.6	29.2	23.2	21.0
Auto mechanics	2,074	28.0	28.3	24.2	19.6
Business tech. (clerical skills, etc.)	1,716	25.3	25.8	26.2	22.7
Cosmetology	1,621	26.0	28.1	25.1	20.8
Fashion merchandising	1,553	32.1	29.6	22.4	15.9
Computer networking	1,485	26.3	24.8	25.7	23.2
Auto body repair	1,411	29.2	28.7	24.7	17.4
Multimedia technology	1,380	24.1	24.5	25.7	25.7
Drafting	1,308	27.1	29.3	22.2	21.3
Graphic arts (printing)	1,189	24.6	25.6	25.2	24.6
Electronics, including equip. repair	1,084	28.2	31.9	23.3	16.5
Food production	1,064	30.8	27.5	22.6	19.1
Carpentry	833	29.9	30.7	18.6	20.8
Robotics/machine shop & maintenance	831	36.1	28.9	19.9	15.1
Small engine repair	569	28.8	26.4	25.0	19.8
Family consumer science	520	32.5	24.8	20.2	22.5
Older adult care	392	25.5	27.6	28.8	18.1
Geographic mapping technology	359	27.9	25.1	25.6	21.4
Building & grounds maintenance	340	28.8	27.9	25.9	17.4
Railroad operations	256	27.0	26.6	23.0	23.4
Appliance repair	213	31.5	31.0	23.5	14.1
Residential & commercial electricity	160	22.5	29.4	23.8	24.4
Heating/ventilation/air cond. (HVAC)	144	22.9	24.3	22.2	30.6
Other	1,892	30.6	29.6	23.3	16.5
No plans to enroll in any tech. ed. program while in high school	2,224	21.9%	24.0%	25.3%	28.7%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 14

TECHNICAL PROGRAMS IN WHICH RESPONDENTS WOULD BE MOST LIKELY TO ENROLL: BY SELF-REPORTED GRADES

High School Program	Number of Responses	Mostly A	Mostly A & B	Mostly B & C	Mostly <C
TV & radio production	2,874	18.5%	52.4%	24.3%	4.8%
Allied health careers	2,567	24.7	54.2	18.1	3.0
Computer programming	2,440	23.3	48.0	23.9	4.9
Early childhood education	2,434	22.6	53.1	20.7	3.6
Fashion design & construction	2,274	20.2	54.1	21.6	4.1
Commercial art/computer graphics	2,263	21.7	53.3	20.5	4.5
Auto mechanics	2,025	12.7	44.1	32.7	10.5
Business tech. (clerical skills, etc.)	1,691	21.4	50.6	23.4	4.6
Cosmetology	1,582	16.3	52.2	26.6	4.9
Fashion merchandising	1,514	19.8	53.7	22.1	4.4
Computer networking	1,458	20.4	50.9	24.2	4.5
Multimedia technology	1,360	21.6	53.9	20.3	4.2
Auto body repair	1,373	10.5	40.5	35.8	13.2
Drafting	1,279	23.1	49.8	22.6	4.5
Graphic arts (printing)	1,160	19.3	51.6	24.2	4.9
Electronics, including equipment repair	1,058	14.6	46.8	31.7	7.0
Food production	1,035	15.4	49.1	27.1	8.4
Carpentry	811	15.4	44.5	30.8	9.3
Robotics/machine shop & maintenance	806	18.6	47.9	26.2	7.3
Small engine repair	556	8.6	41.4	36.7	13.3
Family consumer science	513	24.4	49.3	23.4	2.9
Older adult care	382	16.5	49.2	27.2	7.1
Geographic mapping technology	355	20.6	48.7	25.4	5.3
Building & grounds maintenance	332	10.2	48.5	30.1	11.2
Railroad operations	249	15.7	29.7	37.8	16.8
Plumbing	228	15.4	43.0	31.6	10.0
Appliance repair	209	11.5	40.7	36.4	11.4
Residential & commercial electricity	155	13.5	33.5	41.9	11.1
Heating/ventilation/air cond. (HVAC)	142	11.3	31.0	45.7	12.0
Other	1,838	17.5	52.4	24.1	6.0
No plans to enroll in technical education program while in high school	2,158	26.6%	49.2%	20.2%	4.0%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 15

EDUCATIONAL PROFILE

	Number of 1999 Responses	1999 Percent	1994 Percent	1991 Percent	1987 Percent
Evaluation of High School Preparation for Future					
Very well prepared	4,115	22.8%	20.2%	15.8%	15.2%
More than adequately	4,972	27.6	25.5	24.4	25.3
Adequately prepared	7,595	42.1	46.0	49.0	49.6
Less than adequately	931	5.2	5.9	8.0	6.9
Very poorly prepared	364	2.0	1.9	2.6	2.4
Unknown	43	0.2	0.5	0.2	0.6
Areas in Which Additional Assistance is Needed [1]					
Secure scholarships/fin. aid	10,882	60.4%	65.0%	61.0%	53.6%
Select a college major [2]	9,723	54.0	56.8	51.5	50.5
Gain practical work experience in chosen career field	9,668	53.7	58.1	48.7	52.9
Select a college to attend[4]	9,493	52.7	n.a	n.a	n.a
Dev. job-hunt/interview skills	8,766	48.6	53.5	49.4	47.7
Select a career [2]	8,554	47.5	50.3	51.5	50.5
Improve mathematics skills	8,045	44.6	47.0	51.1	46.5
Develop effective learning strategies (note taking, etc.)	8,039	44.6	50.1	56.1	54.1
Increase reading speed and improve reading comp.	7,455	41.4	42.8	43.8	41.0
Improve computer competency[4]	6,993	38.8	n.a	n.a	n.a
Express ideas in writing	5,756	31.9	35.3	37.5	34.5
Improve problem-solving & decision-making skills[3]	5,170	28.7	35.7	n.a	n.a
Improve speaking/listening[3]	4,901	27.2	30.8	n.a	n.a
Other (see verbatim comments)	689	3.8	4.5	6.1	0.0

Note. [1] Multiple response item; numbers and percentages are not additive.

[2] In 1987 and 1991 these questions were combined and read, "Selecting a career or college major."

[3] New item added in 1994.

[4] New item added in 1999.

Table 16

EVALUATION OF HIGH SCHOOL PREPARATION: BY GENDER, CLASS LEVEL AND SELF-REPORTED GRADES

	Number of Responses	Very Good	More Than Adequate	Adequate	Less Than Adequate	Very Poor
Gender						
Male	8,641	21.1%	28.2%	41.5%	6.1%	3.1%
Female	8,847	24.5	27.3	43.0	4.3	0.9
Class Level						
Freshman	5,032	30.3%	30.2%	34.8%	3.2%	1.5%
Sophomore	4,863	21.2	27.3	44.7	4.9	1.9
Junior	4,289	17.5	26.6	47.0	6.7	2.2
Senior	3,782	21.2	26.0	43.5	6.5	2.8
Self-Reported Grades						
Mostly A	3,620	31.3%	32.6%	32.8%	2.3%	1.0%
Mostly A and B	8,774	22.9	30.7	41.2	4.2	1.0
Mostly B and C	4,148	17.0	20.4	52.0	7.9	2.7
Mostly less than C	944	14.5	14.3	45.3	14.1	11.8

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 17

AREAS IN WHICH ADDITIONAL ASSISTANCE IS NEEDED: BY GENDER, GRADE LEVEL AND SELF-REPORTED GRADES

Item	Number of Responses	Securing Fin. Aid	Gaining Work Experience	College Choice	Selecting a College Major	Job-Hunting Skills	Selecting a Career	Learning Strategies
Gender								
Male	8,468	59.0%	52.9%	51.7%	53.3%	47.8%	46.8%	46.7%
Female	8,637	65.2	57.9	56.2	57.4	52.5	50.2	44.7%
Grade Level								
Freshman	4,910	56.8%	55.7%	55.4%	58.2%	55.5%	49.9%	47.5%
Sophomore	4,772	63.0	57.9	59.1	59.1	51.7	51.0	46.0
Junior	4,177	67.5	57.9	59.4	56.3	49.3	50.6	47.2
Senior	3,692	61.2	48.9	39.4	45.6	41.6	41.6	41.8
Self-Reported Grades								
Mostly A	3,560	68.0%	59.6%	60.6%	61.2%	56.7%	55.0%	31.7%
Mostly A & B	8,576	63.0	55.7	54.6	56.5	50.4	49.4	46.3
Mostly B & C	4,052	57.3	52.2	49.0	49.8	45.3	42.7	53.6
Mostly < C	925	52.9	51.8	44.4	46.8	43.6	41.4	58.8

Note. Number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Multiple response item; percentages not additive.

Table 17 (continued)

AREAS IN WHICH ADDITIONAL ASSISTANCE IS NEEDED: BY GENDER, GRADE LEVEL AND SELF-REPORTED GRADES

Item	Number of Responses	Improve Math	Computer Comp.	Writing Skills	Reading Skills	Problem-Solving/ Decision-Making	Speaking/ Listening	Other
Gender								
Male	8,468	41.4%	36.2%	33.9%	45.3%	28.5%	29.1%	7.9%
Female	8,637	49.7	43.4	31.6	39.2	30.5	26.7	5.0
Grade Level								
Freshman	4,910	45.7%	41.2%	30.7%	40.1%	31.4%	27.5%	7.3%
Sophomore	4,772	47.1	38.9	32.1	41.9	28.7	29.4	6.2
Junior	4,177	45.8	39.7	35.1	43.4	31.1	28.1	7.0
Senior	3,692	43.9	40.0	33.9	44.7	26.8	26.6	7.3
Self-Reported Grades								
Mostly A	3,560	29.3%	38.8%	31.4%	38.7%	23.4%	25.1%	4.4%
Mostly A & B	8,576	45.8	38.6	32.7	41.9	29.1	26.9	5.5
Mostly B & C	4,052	56.8	42.5	33.4	44.8	33.4	30.6	8.8
Mostly < C	925	57.0	43.6	35.8	47.3	39.4	36.2	13.8

Note: Number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Multiple response item; percentages not additive.

Table 18

EMPLOYMENT PROFILE

	Number of Responses	Percent
Currently Employed		
Yes	8,575	47.6%
No	8,875	49.3
Unknown	570	3.1
Where		
Retail sales (grocery, clothing, etc.)	2,549	29.7%
Restaurant/fast food/motel	2,472	28.8
Outdoor service (parks/rec. lawns, farming, etc.)	792	9.2
Personal service (child care, housework, etc.)	772	9.0
Retail service (video rental, dry cleaners, etc.)	706	8.2
Office & clerical support	474	5.5
Technical/computer related	190	2.2
Construction	167	1.9
Manufacturing/warehouse	146	1.7
Other (see verbatim comments)	179	2.1
Unknown	128	1.7
Average Hours Worked Per Week		
1 - 10	1,966	22.9%
11 - 20	3,697	43.1
21 - 30	1,546	18.0
31 - 40	410	4.8
Over 40	53	0.6
Unknown	903	10.6
Mean = 17.3; Median = 16.0 hrs./week		
Do Volunteer/Service Learning Work		
Yes	4,989	27.7%
No	12,296	68.2
Unknown	735	4.1
Mean = 10.8; Median = 8.0 hrs./month		

Table 19

EMPLOYMENT STATUS: BY GENDER, CLASS LEVEL AND SELF-REPORTED GRADES

	Number of Responses	Employed	Not Employed
Gender			
Male	8,601	50.2%	49.8%
Female	8,815	48.1	51.9
Class Level			
Freshman	4,787	24.1%	75.9%
Sophomore	4,723	43.0	57.0
Junior	4,205	63.3	36.7
Senior	3,728	73.0	27.0
Self-Reported Grades			
Mostly A	3,604	38.7%	61.3%
Mostly A and B	8,733	49.6	50.4
Mostly B and C	4,114	56.3	43.7
Mostly less than C	930	53.7	46.3

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 20

AVERAGE HOURS WORKED PER WEEK: BY GENDER, CLASS LEVEL AND SELF-REPORTED GRADES

	Number of Responses	1 - 10	11 - 20	21 - 30	31 - 40	Over 40	Mean
Gender							
Male	3,888	24.7%	46.3%	21.8%	6.3%	0.9%	17.9
Female	3,815	26.6	50.2	18.4	4.4	0.4	16.6
Class Level							
Freshman	998	45.8%	41.3%	9.2%	3.3%	0.4%	13.2
Sophomore	1,809	31.6	49.8	14.2	3.8	0.6	15.8
Junior	2,430	20.2	51.6	23.3	4.3	0.6	17.9
Senior	2,481	18.7	46.4	25.6	8.3	1.0	19.4
Self-Reported Grades							
Mostly A	1,263	43.1%	44.4%	10.1%	2.2%	0.2%	13.6
Mostly A and B	3,914	26.7	51.0	18.0	3.8	0.5	16.6
Mostly B and C	2,060	16.3	46.8	27.4	8.6	0.9	19.8
Mostly less than C	451	12.0	41.0	32.2	12.6	2.2	21.9

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 21

FUTURE PLANS

	Number of 1999 Responses	1999 Percent	1994 Percent	1991 Percent	1987 Percent
Principal Activity Planned After High School					
Go to school full-time	13,053	72.4%	62.9%	70.5%	60.1%
Unsure about future plans	1,845	10.2	11.7	9.3	11.3
Go to work full-time	935	5.2	4.7	7.8	7.1
Take time off	920	5.1	6.4	6.5	7.1
Enter the military	542	3.0	3.0	3.4	3.7
Care for a home/family	97	0.5	0.6	0.4	0.5
Other/unknown	628	3.6	10.7	2.1	10.2
Educational Plans Following High School					
Begin working toward a degree	10,359	57.5%	59.4%	59.2%	55.7%
Enroll in job-related courses	4,089	22.7	17.7	16.3	17.3
No plans to attend school	1,496	8.3	11.0	11.1	12.9
Enroll in a tech. ed. program	873	4.8	5.0	4.1	4.0
Enroll in self-improvement courses	722	4.0	4.5	3.9	4.4
Other/unknown	481	2.7	2.4	5.4	5.7
Highest Level of Education Planned					
High school diploma	543	3.0%	3.8%	3.6%	3.9%
Some college, no degree	287	1.6	2.4	2.4	3.1
Vocational certificate	203	1.1	1.6	1.9	2.7
Associate's degree (2-year)	747	4.1	4.1	5.4	6.5
Bachelor's degree (4-year)	5,774	32.0	29.3	31.6	35.7
Master's degree	5,660	31.4	29.5	28.2	24.8
Doctoral or professional degree	4,141	23.0	26.0	24.1	19.3
Unknown	665	3.8	3.2	2.8	4.0

Table 22

FUTURE PLANS: BY GENDER

	Number of Responses	Male	Female
Principal Activity Planned After High School			
Go to school full-time	12,811	67.1%	79.8%
Unsure about future plans	1,780	12.2	8.3
Go to work full-time	910	7.0	3.5
Take time off	901	6.0	4.4
Enter the military	533	5.4	0.8
Care for a home/family	90	0.5	0.5
Other	404	1.8	2.7
Educational Plans Following High School			
Begin working toward a degree	10,167	54.6%	63.5%
Enroll in job-related courses	4,013	21.7	24.9
No plans to attend school	1,466	11.4	5.7
Enroll in a tech. ed. program	845	7.8	2.1
Enroll in self-improvement courses	705	4.5	3.8
Highest Level of Education Planned			
High school diploma	532	4.2%	2.0%
Some college, no degree	285	2.1	1.2
Vocational certificate	201	1.7	0.6
Associate's degree (2-year)	743	4.3	4.3
Bachelor's degree (4-year)	5,749	35.2	31.5
Master's degree	5,634	31.6	33.7
Doctoral or professional degree	4,117	20.9	26.7

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report.

Table 23

FUTURE PLANS: BY CLASS LEVEL

	Number of Responses	9th	10th	11th	12th
Principal Activity Planned After High School					
Go to school full-time	13,047	67.3%	72.5%	74.8%	80.9%
Unsure about future plans	1,844	14.2	11.3	9.3	5.2
Go to work full-time	934	4.6	5.1	5.4	6.1
Take time off	917	6.5	5.6	4.9	3.2
Enter the military	542	4.1	3.3	2.5	1.8
Care for a home/family	97	1.0	0.4	0.4	0.3
Other	413	2.3	1.8	2.7	2.5
Educational Plans Following High School					
Begin working toward a degree	10,355	57.0%	56.6%	58.2%	65.9%
Enroll in job-related courses	4,085	24.0	24.4	24.7	19.4
No plans to attend school	1,495	9.5	9.5	8.0	6.7
Enroll in a tech. ed. program	872	5.4	5.7	4.9	3.6
Enroll in self-improvement courses	722	4.1	3.9	4.2	4.4
Highest Level of Education Planned					
High school diploma	542	4.1%	3.4%	2.5%	2.2%
Some college, no degree	286	1.7	1.9	1.7	1.2
Vocational certificate	203	1.1	1.2	1.2	1.3
Associate's degree (2-year)	746	4.8	3.9	4.6	3.8
Bachelor's degree (4-year)	5,771	30.9	34.9	34.2	33.2
Master's degree	5,657	32.3	30.6	33.1	35.1
Doctoral or professional degree	4,141	25.1	24.1	22.7	23.2

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report.

Table 24

FUTURE PLANS: BY SELF-REPORTED GRADES

	Number of Responses	Mostly A	Mostly A & B	Mostly B & C	Mostly < C
Principal Activity Planned After High School					
Go to school full-time	12,811	89.6%	80.2%	55.5%	28.4%
Unsure about future plans	1,785	5.3	8.2	16.3	21.2
Go to work full-time	909	1.1	2.9	9.8	22.4
Take time off	898	1.4	3.9	8.7	15.4
Enter the military	530	1.2	2.2	5.3	8.3
Care for a home/family	91	0.2	0.3	0.9	1.4
Other	404	1.2	2.3	3.5	2.9
Educational Plans Following High School					
Begin working toward a degree	10,169	73.8%	63.2%	45.2%	25.1%
Enroll in job-related courses	4,016	19.3	23.6	26.6	22.4
No plans to attend school	1,463	2.4	4.6	15.3	38.4
Enroll in a tech. ed. program	847	2.2	4.7	7.3	7.3
Enroll in self-improvement courses	706	2.3	3.9	5.6	6.8
Highest Level of Education Planned					
High school diploma	535	1.3%	1.4%	4.7%	18.8%
Some college, no degree	284	0.5	1.0	3.3	5.3
Vocational certificate	198	0.3	0.6	2.4	4.3
Associate's degree (2-year)	742	1.1	3.1	7.8	12.3
Bachelor's degree (4-year)	5,747	23.8	34.4	39.9	30.0
Master's degree	5,644	37.4	35.4	26.3	16.8
Doctoral or professional degree	4,126	35.6	24.1	15.6	12.5

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report.

Table 25

PRINCIPAL ACTIVITY AFTER HIGH SCHOOL: BY ATTENDANCE CENTER

	Number of Responses	School Full-time	Work Full-time	Enter the Military	Care for Family	Time Off	Unsure	Other
Bishop Miege	695	77.0%	2.3%	2.3	0.4%	3.3%	10.8%	3.9%
Blue Valley	985	76.0	4.1	3.5	0.1	3.8	8.7	3.8
Blue Valley North	1,027	85.5	2.0	2.0	0.2	3.1	6.5	0.7
Blue Valley Northwest	1,364	85.6	2.4	1.7	0.2	2.7	6.6	0.8
DeSoto	545	65.9	5.5	3.7	0.6	6.6	11.1	6.6
Gardner-Edgerton	581	52.8	10.8	5.9	0.7	7.4	16.4	6.0
Olathe East	1,635	74.7	5.2	3.4	0.5	5.3	9.7	1.2
Olathe North	1,589	64.1	9.4	4.2	0.9	7.4	11.4	2.6
Olathe South	1,104	72.0	6.4	3.8	0.4	4.3	11.5	1.6
St. Thomas Aquinas	1,120	85.3	0.9	1.6	0.3	1.5	7.5	2.9
Shawnee Mission A.E.P.	107	20.6	29.9	6.5	2.8	15.0	16.8	8.4
Shawnee Mission East	1,531	78.6	2.7	2.0	0.4	5.6	9.8	0.9
Shawnee Mission North	825	56.6	9.7	3.8	0.7	10.5	14.1	4.6
Shawnee Mission NW	1,848	72.6	6.2	2.8	0.6	5.3	11.1	1.4
Shawnee Mission South	1,429	77.1	4.2	2.2	1.0	4.5	10.1	0.9
Shawnee Mission West	1,037	68.6	5.2	4.5	1.1	5.9	12.6	2.1
Spring Hill	384	57.4	8.9	2.9	0.0	8.1	14.9	7.8
Other Attendance Center								
JCTEC Olathe	164	44.5%	25.0%	2.4%	1.8%	7.9%	12.2%	6.2%
Broadmoor Tech Center	85	39.3	15.5	7.1	1.2	20.2	13.1	3.6

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 26

EDUCATIONAL PLANS AFTER HIGH SCHOOL: BY ATTENDANCE CENTER

	Number of Responses	Job-Related Courses	Self-Improvement	Technical Program	Degree Track	Unsure/ No Plans
Bishop Miege	683	28.3%	5.0%	4.5%	58.7%	3.5%
Blue Valley	962	25.9	3.7	6.3	58.2	5.9
Blue Valley North	1,017	19.8	3.8	4.1	67.9	4.4
Blue Valley Northwest	1,345	23.9	2.8	3.9	64.8	4.6
DeSoto	531	22.6	5.3	3.0	56.7	12.4
Gardner-Edgerton	574	22.6	3.0	5.6	50.0	18.8
Olathe East	1,607	22.5	2.7	4.9	62.3	7.6
Olathe North	1,567	23.0	4.0	4.8	56.2	12.0
Olathe South	1,091	21.0	4.0	5.3	61.6	8.1
St. Thomas Aquinas	1,112	25.3	4.1	3.2	65.3	2.1
Shawnee Mission A.E.P.	103	23.3	5.8	10.7	29.1	31.1
Shawnee Mission East	1,495	23.9	5.6	4.7	58.9	6.9
Shawnee Mission North	807	23.7	5.3	6.8	46.6	17.6
Shawnee Mission NW	1,836	22.7	4.4	5.2	58.2	9.5
Shawnee Mission South	1,409	23.0	4.5	5.0	59.5	8.0
Shawnee Mission West	1,023	24.6	4.2	6.4	55.1	9.7
Spring Hill	378	20.4	4.2	6.1	55.0	14.3
Other Attendance Center						
JCTEC Olathe	159	26.4%	2.5%	22.0%	28.9%	20.1%
Broadmoor Tech Center	84	25.0	8.3	25.0	22.7	19.0

Note: The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 27

HIGHEST LEVEL OF EDUCATION PLANNED: BY ATTENDANCE CENTER

	Number of Responses	High School Diploma	Some College	Vocational Certificate	Associate Degree	Bachelor Degree	Graduate Degree
Bishop Miege	679	2.1%	1.3%	0.4%	2.8%	35.6%	57.8%
Blue Valley	948	1.9	0.5	1.2	2.4	33.1	60.9
Blue Valley North	1,000	1.3	1.0	1.2	1.9	29.8	64.8
Blue Valley Northwest	1,331	1.7	0.8	0.4	1.4	30.1	65.6
DeSoto	530	4.3	3.4	1.7	6.8	32.6	51.2
Gardner-Edgerton	566	6.0	3.0	2.5	7.8	38.0	42.7
Olathe East	1,595	3.4	1.6	1.1	3.6	33.9	56.4
Olathe North	1,552	4.6	1.9	2.5	6.7	32.7	51.6
Olathe South	1,047	2.8	1.5	0.8	5.0	36.9	53.0
St. Thomas Aquinas	1,115	1.7	1.1	0.4	2.2	31.4	63.2
Shawnee Mission A.E.P.	103	11.7	11.7	2.9	15.5	28.2	30.0
Shawnee Mission East	1,489	2.0	1.3	1.0	3.3	29.9	62.5
Shawnee Mission North	803	4.0	2.1	2.1	7.7	35.9	48.2
Shawnee Mission NW	1,812	3.3	1.7	0.8	5.2	33.9	55.1
Shawnee Mission South	1,394	3.9	1.8	1.0	4.0	33.3	56.0
Shawnee Mission West	1,011	4.3	1.5	0.8	4.7	33.8	54.9
Spring Hill	379	4.0	3.7	2.1	6.6	43.3	40.3
Other Attendance Center							
JCTEC Olathe	163	9.8%	4.9%	14.7%	9.2%	32.5%	28.9%
Broadmoor Tech Center	86	8.2	1.2	3.5	15.3	25.9	45.9

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 28

FIELD INTO WHICH RESPONDENTS WOULD LIKE TO BUILD CAREERS

	Number of 1999 Responses	1999 Percent	1994 Percent	1991 Percent	1987 Percent
Business	2,574	14.6%	13.7%	19.4%	25.0%
Health	2,248	12.8	13.5	11.3	7.8
Fine or performing arts	1,962	11.1	8.1	9.9	7.2
Computer-related fields[3]	1,421	8.1	4.1	n.a	n.a
Education	1,417	8.0	7.7	7.1	4.2
Engineering[2]	1,404	8.0	8.2	10.5	9.9
Law/justice system	1,262	7.2	8.0	8.0	6.6
Science	1,111	6.3	6.8	6.1	4.4
Social or human services	1,098	6.2	5.6	5.9	6.8
Communications	855	4.9	3.3	4.5	5.5
Military	447	2.5	2.2	2.5	3.0
Construction[1]	370	2.1	1.1	1.3	2.3
Agriculture	260	1.5	1.9	1.2	1.1
Manufacturing[3]	70	0.4	0.3	n.a	n.a
Other (see verbatim comments)	1,093	6.3	15.5	12.3	16.2

Note. Unnknowns have been excluded.

[1] Categorized as "trade or industrial" on 1987 and 1991 surveys, and as "building trades" on 1994 survey.

[2] Categorized as "engineering or technical" on 1987 and 1991 surveys.

[3] "Technology added in 1994 and changed to "computer-related fields" in 1999.

Table 29

CAREER FIELD: BY GENDER

	Number of Responses	Male	Female
Business	2,513	60.0%	40.0%
Health	2,216	24.2	75.8
Fine or performing arts	1,913	34.7	65.3
Computer-related fields	1,403	83.2	16.8
Education	1,394	21.7	78.3
Engineering	1,382	85.8	14.2
Law/justice system	1,234	55.4	44.5
Science	1,082	44.2	55.7
Social or human services	1,079	18.1	81.9
Communications	838	38.2	61.8
Military	435	92.0	8.0
Construction	360	91.4	8.6
Agriculture	253	58.1	41.9
Manufacturing	67	86.6	13.4
Other	1,092	48.3	51.7

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 30

CAREER FIELD: BY CLASS LEVEL

	Number of Responses	9th	10th	11th	12th
Business	2,571	23.1%	25.3%	24.9%	26.7%
Health	2,247	30.2	26.8	23.9	19.1
Fine or performing arts	1,962	32.2	30.0	21.5	16.3
Computer-related fields	1,421	29.4	28.9	23.4	18.3
Education	1,417	26.5	24.7	24.3	24.5
Engineering	1,403	26.3	26.3	25.9	21.5
Law/justice system	1,260	32.8	27.1	21.5	18.6
Science	1,111	25.4	29.8	26.0	18.8
Social or human services	1,098	20.6	27.9	27.4	24.1
Communications	854	21.5	23.3	26.2	28.9
Military	447	38.3	27.7	22.8	11.2
Construction	369	38.5	26.0	18.2	17.3
Agriculture	259	33.2	27.8	21.2	17.8
Manufacturing	70	25.7	40.1	17.1	17.1
Other	1,091	28.2	26.5	23.0	22.3

Note: The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 31

CAREER FIELD: BY SELF-REPORTED GRADES

	Number of Responses	Mostly A	Mostly A & B	Mostly B & C	Mostly < C
Business	2,517	17.8%	54.0%	23.4%	4.8%
Health	2,215	29.8	52.4	15.9	1.9
Fine or performing arts	1,913	16.6	51.5	25.4	6.5
Computer-related fields	1,397	16.7	47.8	29.0	6.5
Education	1,392	21.4	52.6	22.7	3.3
Engineering	1,384	25.4	47.3	21.6	5.7
Law/justice system	1,234	19.4	49.8	26.1	4.7
Science	1,084	31.0	49.1	16.7	3.2
Social or human services	1,079	19.8	53.0	23.6	3.6
Communications	840	22.6	54.0	19.5	3.9
Military	434	10.8	38.9	37.4	12.9
Construction	363	10.2	30.0	40.8	19.0
Agriculture	253	11.0	50.2	28.9	9.9
Manufacturing	66	4.5	40.9	39.4	15.2
Other	1,067	16.2	47.3	28.7	7.8

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 32

CHARACTERISTICS INFLUENCING COLLEGE/UNIVERSITY CHOICE

	Number of Responses	Major Influence	Minor Influence	Not an Influence
High quality teaching	17,212	72.2%	22.8%	5.0%
Wide range of academic courses	17,229	69.0	26.2	4.8
Good academic reputation	17,230	66.9	28.0	5.1
Practical job training or career preparation	17,209	62.6	31.7	5.7
Specialized courses or programs	17,207	60.4	33.4	6.2
Solid preparation for graduate or professional school	17,193	57.2	35.3	7.5
Availability of financial aid or scholarships	17,198	55.5	32.4	12.1
Good social life	17,310	40.0	49.0	11.0
Located in a desirable part of the country	17,200	39.7	44.5	15.8
Small classes	17,216	34.7	51.5	13.8
Low cost	17,307	33.1	52.2	14.7
Large student body with many different kinds of students	17,170	26.3	53.1	20.6
Opportunity to participate in varsity athletics	17,187	24.6	32.3	43.1
Small student body and friendly atmosphere	17,167	23.6	51.0	25.4
High social prestige	17,141	22.4	53.4	24.2
Located near home	17,223	19.3	44.1	36.6
Religious orientation	17,233	12.5	34.7	52.8

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 33

FIRST CHOICE COLLEGE OR UNIVERSITY TO ATTEND: BY ATTENDANCE CENTER

High School Attended	Number of Responses	Univ. of Kansas	JCCC	Kansas State	Emporia State	Pittsburg State	Wichita State
Bishop Miege	568	26.8%	6.0%	13.0%	0.9%	1.2%	0.0%
Blue Valley	767	22.0	8.3	14.6	0.9	0.5	0.3
Blue Valley North	846	23.6	3.1	9.8	0.1	0.5	0.1
Blue Valley Northwest	1,136	18.0	5.4	10.6	0.1	0.8	0.1
DeSoto	451	38.1	14.0	15.7	2.4	2.7	0.0
Gardner-Edgerton	429	22.6	24.9	15.6	1.9	0.7	2.1
Olathe East	1,339	24.3	11.8	12.0	1.8	1.6	0.4
Olathe North	1,252	29.3	16.2	10.3	1.4	1.3	0.6
Olathe South	895	24.4	16.4	13.3	1.7	1.7	0.7
St. Thomas Aquinas	974	24.4	3.3	12.7	0.8	0.7	0.1
Shawnee Mission A.E.P.	64	12.5	56.3	1.6	3.1	4.7	0.0
Shawnee Mission East	1,248	26.4	4.9	8.0	0.9	0.5	0.1
Shawnee Mission North	642	26.8	18.2	10.4	1.9	2.6	0.5
Shawnee Mission NW	1,507	29.3	13.1	12.8	1.4	1.8	0.1
Shawnee Mission South	1,155	24.6	9.8	10.6	0.7	1.4	0.8
Shawnee Mission West	786	25.8	13.5	12.8	1.4	3.4	0.4
Spring Hill	320	26.3	21.9	15.9	1.3	3.1	0.3
Total	14,380	25.5%	11.1%	11.8%	1.2%	1.4%	0.4%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 33 (continued)

FIRST CHOICE COLLEGE OR UNIVERSITY TO ATTEND: BY ATTENDANCE CENTER

High School Attended	Number of Responses	Ft. Hays State	Other KS Com. Col.	Other KS 4-Year	Missouri Colleges	Out of Area
Bishop Miege	568	0.2%	0.0%	2.6%	18.3%	31.0%
Blue Valley	767	0.1	0.1	1.4	5.2	46.6
Blue Valley North	846	0.1	0.1	0.7	6.4	55.5
Blue Valley Northwest	1,136	0.0	0.0	1.0	5.3	58.7
DeSoto	451	0.0	0.0	3.1	3.3	20.7
Gardner-Edgerton	429	0.0	0.9	5.1	4.0	22.2
Olathe East	1,339	0.1	0.1	3.1	4.2	40.6
Olathe North	1,252	0.5	0.2	3.8	4.1	32.3
Olathe South	895	0.0	0.0	4.9	5.6	31.3
St. Thomas Aquinas	974	0.0	0.1	1.3	9.4	47.2
Shawnee Mission A.E.P.	64	0.0	0.0	0.0	3.1	18.7
Shawnee Mission East	1,248	0.0	0.0	1.5	5.6	52.1
Shawnee Mission North	642	0.0	0.2	2.2	7.0	30.2
Shawnee Mission NW	1,507	0.3	0.1	1.5	4.2	35.4
Shawnee Mission South	1,155	0.1	0.2	1.0	4.5	46.3
Shawnee Mission West	786	0.1	0.4	1.8	4.5	35.9
Spring Hill	320	0.3	0.9	3.4	3.1	23.5
Total	14,380	0.1%	0.2%	2.2%	5.7%	40.4%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 34

FIRST CHOICE COLLEGE OR UNIVERSITY TO ATTEND: BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Univ. of Kansas	JCCC	Kansas State	Emporia State	Pittsburg State	Wichita State
Gender							
Male	6,768	25.9%	10.7%	11.5%	0.6%	1.8%	0.7%
Female	7,407	25.1	11.5	12.2	1.7	1.0	0.1
Class Level							
Freshman	3,782	29.3%	7.4%	9.8%	0.6%	0.7%	0.2%
Sophomore	3,753	26.8	9.7	11.4	0.9	1.0	0.4
Junior	3,480	22.8	12.2	12.5	1.2	2.0	0.5
Senior	3,357	22.5	15.7	13.8	2.0	2.1	0.3
Self-Reported Grades							
Mostly A	2,973	21.6%	3.4%	12.5%	0.6%	0.5%	0.2%
Mostly A & B	7,319	26.8	8.9	12.6	1.3	1.3	0.3
Mostly B & C	3,287	26.4	19.9	10.6	1.4	2.3	0.6
Mostly less than C	602	23.6	26.9	7.8	1.3	1.8	0.2

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

Table 34 (continued)

FIRST CHOICE COLLEGE OR UNIVERSITY TO ATTEND: BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Ft. Hays State	Other KS Com. Col.	Other KS 4-Year	Missouri Colleges	Out of Area
Gender						
Male	6,768	0.1%	0.2%	1.8%	5.7%	41.0%
Female	7,407	0.1	0.1	2.6	5.7	39.9
Class Level						
Freshman	3,782	0.1%	0.2%	2.4%	4.1%	45.2%
Sophomore	3,753	0.1	0.1	1.9	4.8	42.9
Junior	3,480	0.2	0.2	2.4	5.8	40.2
Senior	3,357	0.1	0.1	2.1	8.3	33.0
Self-Reported Grades						
Mostly A	2,973	0.0%	0.1%	2.1%	6.5%	52.5%
Mostly A & B	7,319	0.1	0.1	2.4	5.5	40.7
Mostly B & C	3,287	0.2	0.3	1.9	5.7	30.7
Mostly less than C	602	0.2	0.7	2.2	3.5	31.8

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to 100%.

60

APPENDIX B

SURVEY INSTRUMENT

CAREER AND EDUCATIONAL INTERESTS OF
JOHNSON COUNTY HIGH SCHOOL STUDENTS
FALL 1999

Dear Student:

Johnson County schools, in cooperation with Johnson County Community College, are conducting this study to learn more about your career and educational interests and plans. Your responses will help school officials plan to meet your needs and prepare even better educational opportunities for future students. All individual responses will be kept strictly confidential and reported as group data only. Your cooperation in providing thoughtful and serious answers is very much appreciated. Thank you for your help.

HIGH SCHOOL INFORMATION

1. What high school do you attend (or will you attend next year)?

____1.	Bishop Miege	____7.	Olathe East	____13.	Sh. Mission North
____2.	Blue Valley	____8.	Olathe North	____14.	Sh. Mission NW
____3.	Blue Valley North	____9.	Olathe South	____15.	Sh. Mission South
____4.	Blue Valley NW	____10.	St. Thomas Aquinas	____16.	Sh. Mission West
____5.	DeSoto	____11.	Sh. Mission A.E.P.	____17.	Spring Hill
____6.	Gardner-Edgerton	____12.	Sh. Mission East		

Check if you **also attend**: ____18. JCTEC Olathe ____19. Broadmoor Tech Center

2. What is your current grade level?

____1.	Freshman	____3.	Junior
____2	Sophomore	____4.	Senior

3. Which of the following most closely describes your high school program of study? (Check only one)

____1.	Prepare for college	____4.	General education to prepare for life
____2.	Gain general skills for employment	____5.	Other (please specify)_____
____3.	Prepare for a specific career		

4. How well do you feel your high school is preparing you for your future?

____1.	Very well	____4.	Less than adequately
____2.	More than adequately	____5.	Very poorly
____3.	Adequately		

Comments about your high school preparation:_____

_____

_____

_____

5. Do you feel you need more help in any of the following areas?

	YES	NO
A. Expressing ideas in writing	____	____
B. Increasing reading speed and improving reading comprehension	____	____
C. Improving communication skills (speaking & listening)	____	____
D. Improving mathematics skills	____	____
E. Developing effective learning strategies (note-taking, study skills and habits, test-taking, etc.)	____	____
F. Selecting a career	____	____
G. Selecting a college to attend	____	____
H. Selecting a college major	____	____
I. Securing scholarships or financial aid for additional schooling	____	____
J. Developing job-hunting and interviewing skills	____	____
K. Gaining practical work experience in your career field	____	____
L. Improving problem-solving & decision-making skills	____	____
M. Improving computer competency	____	____
N. Other (please specify)	____	____

---

6. In which of the following technical areas would you be ***most likely*** to enroll while you were still in high school if they were available? **(Check no more than three possibilities)**

____ 1. Allied health careers (nurse aide, home health care, etc.)
____ 2. Appliance repair
____ 3. Auto body repair
____ 4. Auto mechanics
____ 5. Building & grounds maintenance
____ 6. Business tech. (clerical skills, filing, word processing, etc.)
____ 7. Carpentry
____ 8. Commercial art/computer graphics
____ 9 Computer networking
____ 10. Computer programming
____ 11. Cosmetology
____ 12. Drafting
____ 13. Early childhood education
____ 14. Electronics, incl. equipment repair
____ 15. Family consumer science
____ 16. Fashion merchandising
____ 17. Fashion design & construction
____ 18. Food production
____ 19. Geographic mapping technology
____ 20. Graphic arts (printing)
____ 21. Heating/ventilation/air cond. (HVAC)
____ 22. Multimedia technology
____ 23. Older adult care
____ 24. Plumbing
____ 25. Railroad operations
____ 26. Residential & commercial electricity
____ 27. Robotics/machine shop & maintenance
____ 28. Small engine repair
____ 29. TV & radio production
____ 30. Other (please specify)_____

_____

_____

____ 99. No plans to enroll in any technical education program in high school

7. Keeping Options Open is a collaborative program between area high schools and JCCC. The program includes career/life planning for sophomores followed by college preparation and/or experiential hands-on learning opportunities for juniors and seniors that may include college credit. Please circle the number which most closely describes your familiarity with each of the following components of the Keeping Options Open program:

	Currently Enrolled	Familiar/Not Enrolled	Not Familiar
A. Career/life planning workshops for sophomores	1	2	3
B. College Now dual-credit high school classes	1	2	3
C. Quick Step classes on JCCC campus	1	2	3
D. Technical College Preparation (formerly Tech Prep)	1	2	3

FUTURE CAREER AND EDUCATIONAL PLANS

8. Which of the following ***best*** describes your primary plans for your first year after high school? (Check only one)

_____1. Go to school full-time
_____2. Go to work full-time
_____3. Enter the military
_____4. Care for a home/family
_____5. Take time off before making plans
_____6. Unsure about my future plans
_____7. Other (please specify)_____

9. In which general occupational field would you eventually like to build your career? (Check only one)

_____1. Agriculture
_____2. Business
_____3. Communications
_____4. Computer-related fields
_____5. Construction
_____6. Education
_____7. Engineering
_____8. Fine or performing arts
_____9. Health
_____10. Law/justice system
_____11. Manufacturing
_____12. Military
_____13. Science
_____14. Social or human services
_____15. Other (please specify)_____

10. Which of the following best describes your ***educational plans*** for the first year after high school? (Check one)

_____1. Enroll in some job-related courses
_____2. Enroll in some courses for self-improvement
_____3. Enroll in a technical education program
_____4. Begin working toward a degree
_____5. No plans to attend school the first year after high school

11. When selecting a technical school or college, how much do each of the following characteristics influence your choice?

	Major Influence	Minor Influence	Not an Influence
A. Low cost	3	2	1
B. Good social life	3	2	1
C. High social prestige	3	2	1
D. Religious orientation	3	2	1
E. Located near home	3	2	1
F. Located in a desirable part of the country	3	2	1
G. Availability of financial aid or scholarships	3	2	1
H. Opportunity to participate in varsity athletics	3	2	1
I. Small student body and friendly atmosphere	3	2	1
J. Large student body with many different kinds of students	3	2	1
K. High quality teaching	3	2	1
L. Small classes	3	2	1
M. Good academic reputation	3	2	1
N. Wide range of academic courses	3	2	1
O. Practical job training or career preparation	3	2	1
P. Specialized courses or programs	3	2	1
Q. Solid preparation for graduate or professional school	3	2	1

12. If you decide to go on to school after high school, which schools would be your first and second choice to attend?

1. _____

2. _____

13. What is the highest level of education you hope to attain? (check only one)

_____1. High school diploma
_____2. Some college, no degree
_____3. Vocational certificate
_____4. Associate's degree (2-year)
_____5. Bachelor's degree (4-year)
_____6. Master's degree
_____7. Doctoral or professional degree

GENERAL INFORMATION

14. What grades have you earned in high school thus far?

_____1. Mostly A
_____2. Mostly A & B
_____3. Mostly B
_____4. Mostly B & C
_____5. Mostly C
_____6. Mostly C & D
_____7. Mostly D
_____8. Mostly F

15. On the average, how many hours do you spend ***per week*** studying?_____

16. On the average, how many hours do you spend ***per week*** on extra-curricular school-related activities?_____

17. Are you ***currently*** employed in a paid job? _____1. No **(Skip to question 19)**
_____2. Yes Average number of hours worked ***per week***_____

18. Type of business where employed (check only one)

_____1. Restaurant/fast food/motel
_____2. Retail sales (grocery, clothing, etc.)
_____3. Retail service (video rental, dry cleaners, theaters, telemarketing, delivery service)
_____4. Personal service (child care, housework, nurse/teacher aide, etc.)
_____5. Office & clerical support (data entry, word processing, filing, bookkeeping, etc.)
_____6. Technical/computer-related (programming, website production & maintenance, etc.)
_____7. Outdoor service (parks & rec., lawn service, farm work, etc.)
_____8. Manufacturing/warehouse
_____9. Construction
____10. Other (please specify)_____

19. Are you currently engaged in any volunteer/service learning activities?

_____1. No
_____2. Yes: Average number of hours spent on these activities ***per month***_____

20. Gender:

_____1. Male
_____2. Female

21. Home ZIP Code_____

Any comments or suggestions you may have which would help us in meeting your future needs would be appreciated.

Thank you for your help!

Johnson County Community College
Office of Institutional Research
12345 College Blvd.
Overland Park, KS 66210-1299